

Computing Intent, Implementation and Impact Statement

Intent

We live in a technological world and at Edward Wilson Primary School our main aim is to educate our pupils to use technology positively, responsibly and safely.

Pupils are taught how to use the skills of computational thinking' in order to provide the essential knowledge that will enable them to participate effectively and safely in the digital world. Our Computing curriculum enables pupils to find, explore, analyse, exchange and present information. We also focus on developing the skills pupils require to be able to use information in a discerning and effective way.

Implementation

Information Technology contributes to teaching and learning across all curriculum subjects. Pupils have weekly access to a suite of computers, hardware (computers, IPad, notebooks, programmable equipment) and the software they need in order to develop knowledge and skills of digital systems and their applications. Opportunities are provided for children to take part in after school Coding club during the school year.

We use 3BM's clear and effective scheme of work to plan and teach computing. It is comprised of three aspects: Digital Literacy, Computer Science and Information Technology (IT) in the World. 3BM offers specialist support and staff training along with providing updates and resources to reflect the ever-changing digital world. Our teachers are provided with a yearly overview, detailed planning for each unit and additional resources to deliver these units successfully which are created and monitored termly by the subject leader. Teachers collect evidence of pupils' work and showcase this in a class portfolio.

In Key Stage 1, pupils learn to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. They are taught to create and debug simple programs and use logical reasoning to predict the behaviour of simple programs. They are also shown how to use a range of technology purposefully to create, organize, store, manipulate and retrieve digital content as well as recognize common uses of information technology beyond school. They learn to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Each of these skills are taught through half termly units.

In Key Stage 2, our pupils extend their use of computing they use for communication, investigation and programming and work to understand how to communicate safely. Our curriculum for digital literacy includes online safety which covers a broad range of aspects including understanding current issues such as 'fake news' and 'body image'.

As well as opportunities within the scheme of work, pupils spend time further exploring the key issues associated with online safety during 'Safer Internet Day' and PSHE. The importance of online safety is shown through displays within the learning environment and parents/guardians are informed when issues relating to online safety arise and further information/support is provided through parent workshops and newsletter updates.

Impact

At the end of Key Stage 2 pupils are confident using a wide range of hardware and software. Observation and assessment shows they have become diligent learners who value online safety and respect when communicating with one another. They are equipped, not only with the skills and knowledge of how to use technology effectively and for their own benefit, but more importantly – safely.

To ensure our computing curriculum is having a positive impact on our pupils, teachers assess their computing abilities and outcomes against objectives listed in the progression document. Pupils are also encouraged to consistently assess their own work, knowledge and understanding and to communicate with teachers effectively. This is evident during pupil interviews which take place termly. Pupils are also using relevant terminology to describe the learning they are engaged in or have learnt previously. At the end of each term, class teachers upload their assessment data into Target Tracker. The data from across the school is then analysed to check progression and outcomes of this tracking informs future targets and the subject's improvement plan.